



Identifying social impacts in use phase scenarios the school lunch

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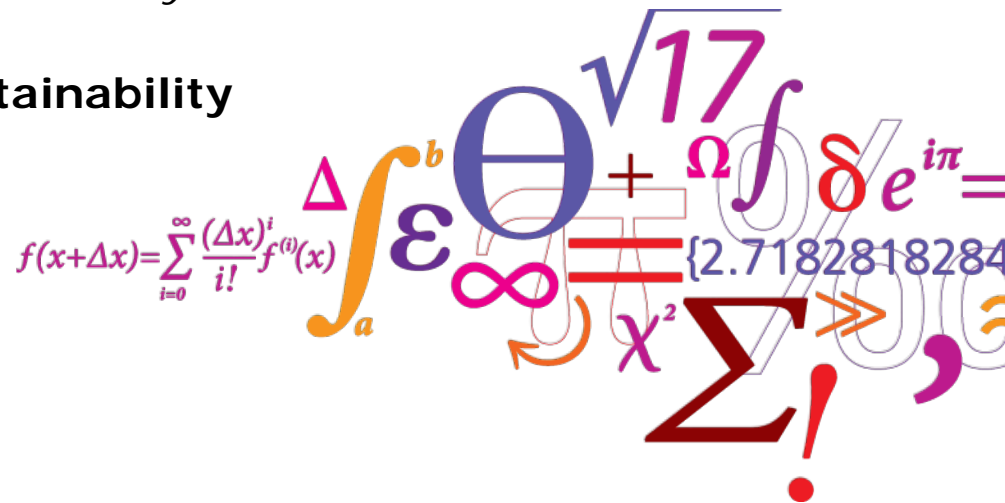
Identifying social impacts in use phase scenarios: the school lunch

18th SETAC LCA Case Study Symposium, 26-28 Nov 2012

Sustainability Assessment in the 21st Century - tools, trends and applications

Session: Social dimension of sustainability

Arne Wangel, PhD



Agenda

1. Use phase in Social LCA
2. Consumption scenarios
3. Identifying social impacts in three School lunch scenarios
4. Capturing social impacts in product-service systems



Use phase – on hold?

1. Compromising the holistic LCA perspective
2. Contradicting the evident and extensive social impacts from the consumption of products and services
3. UNEP-SETAC guidelines limited on use phase



Use phase biased

1. Focus on technical utility
2. Company perspective
3. Product liability



Consumption scenarios

Consumption is performed as part of a social practise involving more than a single product, often a system of products, cf. technology assessment

Patterns of consumption can be described e.g. by concepts of lifestyle and as formed by particular institutional settings

Case: the School Lunch

One of several captive eating-out-of-home environments – such as workplace, hospital, prison, military – in the public welfare system, where social and environmental impacts may be assessed and influenced by stakeholders

A proper meal at school concerns:

1. Nutrition
2. Human health
3. Ethics, social values
4. Learning
5. Cost
6. Local economy

Three scenarios

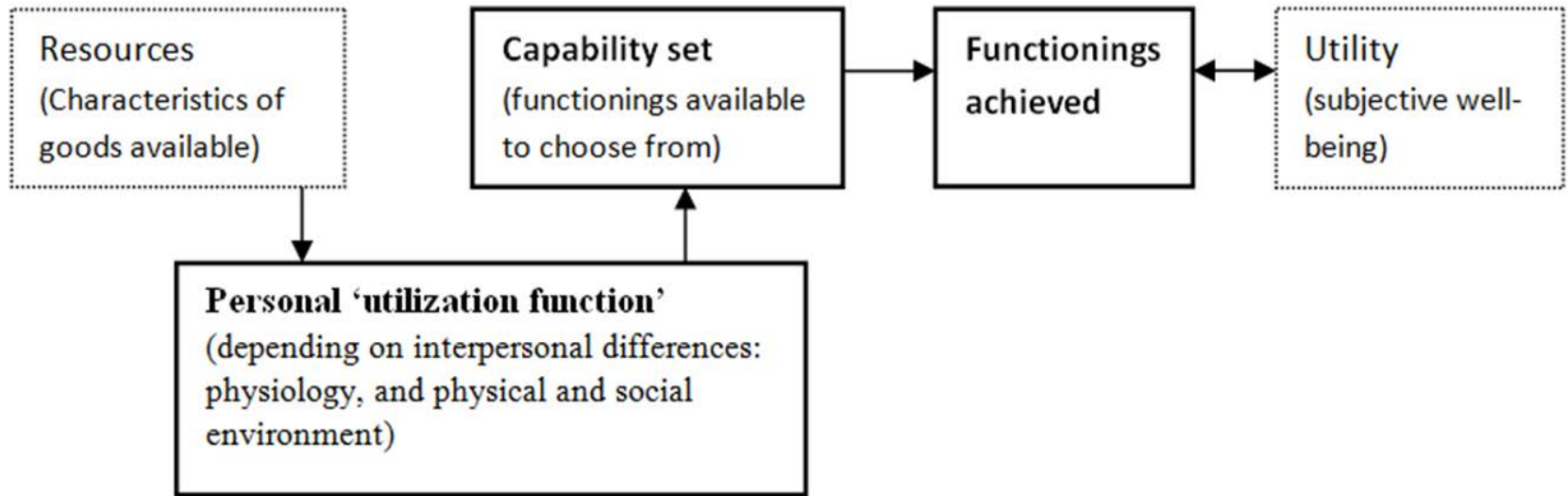
1. Home-made packet lunch prepared by parents
2. Lunch items prepared in industrial kitchen and delivering for sale in school
3. Lunch prepared and served in school canteen



Stakeholders

- **Authorities – government / municipality**
- **School board**
- **Headmaster**
- **Teachers**
- **Other staff**
- **Pupils**
- **Parents and relatives**

Human well-being – the capability approach



Capabilities: the set of valuable (freedom to choose) functionings (states of being and doing) that a person has effective access to.

Critique of resource-based approaches:

Switching the focus from a means to a good life to the freedom to achieve actual improvements in lives, which one has reason to value

Nussbaum's (2000) Ten Central Capabilities

	Capabilities	Definition (abbreviated)
1	Life	Normal length
2	Bodily health	Incl. reproductive health, nourished, shelter
3	Bodily integrity	Move freely, secure against violent assault
4	Senses, imagination, thought	Use as informed by education, not limited to basic training
5	Emotions	Attachment to things and people
6	Practical reason	Engage in critical reflection of one's life
7	Affiliation	Show concern for other humans; social bases for self-respect
8	Other species	Concern for animals, plants, world of nature
9	Play	Being able to laugh, play, enjoy recreation
10	Control over one's environment	Participate effectively in political choices Property rights and right to employment on an equal basis

Nussbaum's (2000) Ten Central Capabilities

	Capabilities	School Lunch
1	Life	Childhood
2	Bodily health	NUTRITION
3	Bodily integrity	<i>Move freely, secure against violent assault</i>
4	Senses, imagination, thought	CULINARY AND AESTHETIC EXPERIENCE
5	Emotions	FOOD TRADITION AND CULTURE
6	Practical reason	DISCUSS FOOD AND HEALTH
7	Affiliation	SOCIAL GATHERING
8	Other species	FOOD ETHICS
9	Play	SOCIAL GATHERING
10	Control over one's environment	HAVE A SAY ON THE 'FOODSCAPE' AT SCHOOL

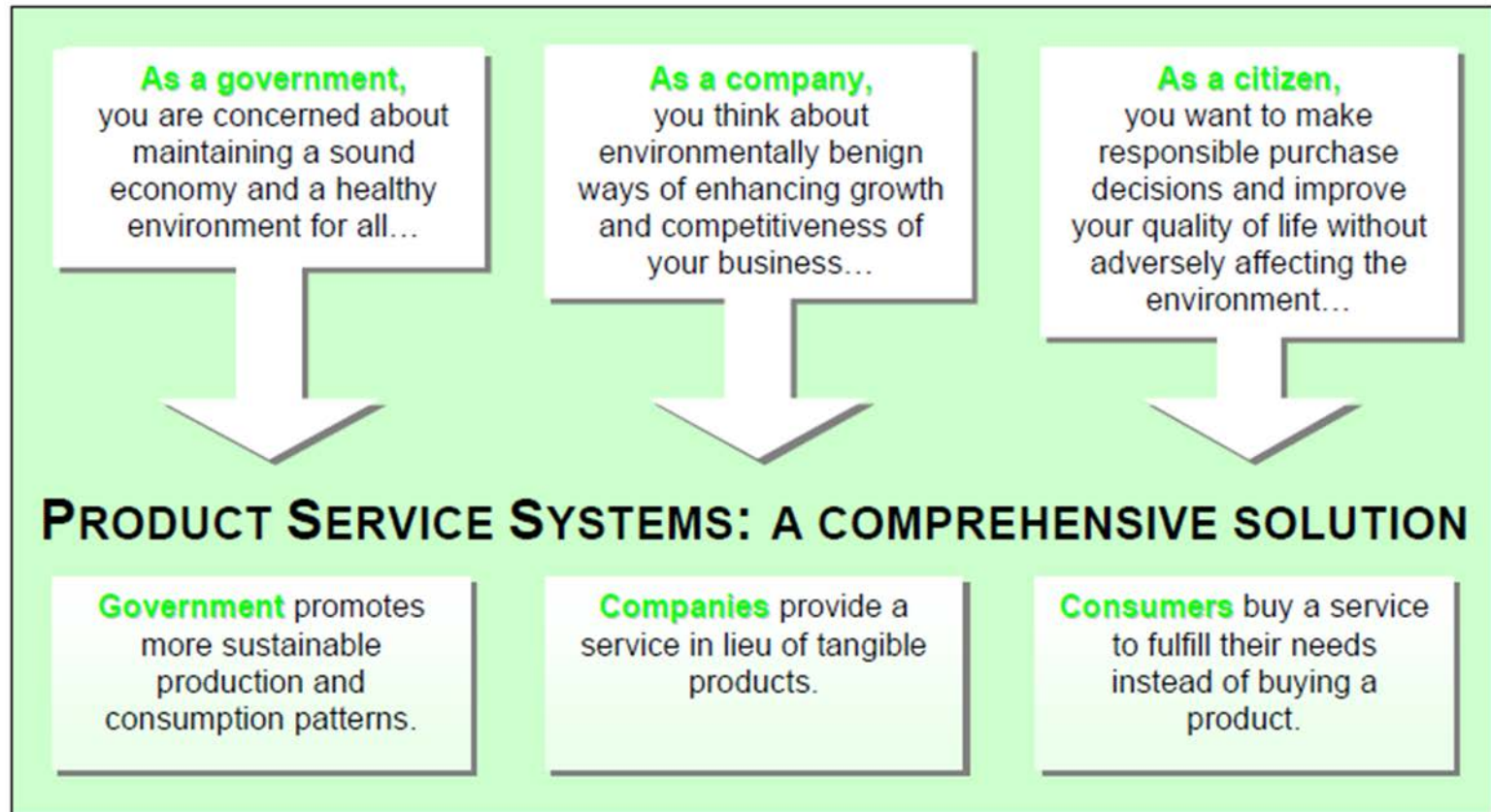
Institutionalized participatory assessment

Stakeholders assessing social impacts of alternative school lunch scenarios and negotiating decision within parameters of:

- **School budget**
- **Total environmental impacts of the school**
- **Cost to parents**
- **A.o.**



Supporting design of product service systems





Thank you for your attention!